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ABSTRACT

This document presents abstracts for 30 projects that were conducted in Pennsylvania in fiscal year 1995-1996 with federal funds allotted to strengthen adult basic and literacy education through experimentation with new methods, programs, and techniques and professional development for personnel working in adult basic education programs. Among the types of projects profiled are the following: local high school diploma program for adults; action research for staff development; program to improve access to adult education; adult education-community partnership; program teaching basic skills through online services; citywide network for literacy providers; development of a model collaborative family literacy program; English-as-a-Second-Language online action research project; jail-to-job program; reading program for parents and preschoolers; development of the Pennsylvania Adult Literacy Practitioner Inquiry Network; research on guidelines for effective use of assessment; statewide staff development project; summer institute for correctional educators; development of a trainer-of-trainers model; tutor-assisted computerized reading instruction; and development of a plan for using technology in adult education. Each abstract contains some or all of the following: program title; identifying number; statement of purpose; procedures; summary of findings; comments; product(s); name and address of project director; and descriptors. Also included are an index of descriptors and index by agency. (MN)

ED 412 331

Commonwealth of Pennsylvania
Adult Education
Section 353 Special Demonstration Projects

Project Abstracts
for the
Fiscal Year
1995-1996

Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
July 1997

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Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
July 1997

Commonwealth of Pennsylvania
Tom Ridge, Governor

Department of Education
Eugene W. Hickok, Secretary

Bureau of Adult Basic and Literacy Education
Cheryl L. Keenan, Director

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Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
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FOREWORD

Each year, the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education awards grants to public and private educational agencies and organizations for the development of special projects. The grants are funded through Section 353 of the Federal Adult Education Act of 1988 (P.L. 100-297). This section mandates that the Department of Education use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration, staff training and small grant projects. For fiscal year 1995-96, a total of $1,980,093 was available for Section 353 projects. Abstracts for 30 projects are contained in this booklet.

These grants were used in Pennsylvania to strengthen the Adult Basic and Literacy Education Program through experimentation with new methods, programs and techniques. In addition, funds were used to provide professional development for personnel working in adult basic education programs. This year's projects addressed priorities related to program improvement initiatives that enhanced teaching and learning.

To encourage the adoption/adaptation of successful practices, the Project Abstracts for the Fiscal Year 1995-96 booklet is disseminated to all local programs in Pennsylvania and to various national agencies with an interest in adult basic and literacy education. The booklet will also be available on disk.

All projects described in this booklet are housed at the AdvancE State Literacy Resource Center and are available on loan by contacting AdvancE at the following address:

AdvancE State Literacy Resource Center
PDE Resource Center
333 Market Street - 11th Floor
Harrisburg, PA 17126-0333
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7/97

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ACHIEVE: The Cumberland Valley School District's "High School Diploma Program for Adults"

PA 98-6015 **AE 3025-1154**

PURPOSE: To recruit three educational agencies or school districts willing to offer a regular high school diploma to adults.

Procedures: The Cumberland Valley School District contacted the Regional Staff Development Centers and various Intermediate Units throughout Pennsylvania. Presentations on the Cumberland Valley School District's "High School Diploma Program for Adults" were made at workshops to school districts and educational agencies.

Summary of Findings: Three educational agencies, in conjunction with local school districts, initiated high school diploma programs modeled after the Cumberland Valley School District program.

Comments: Presentations made throughout the state during the 1995-96 school year were extremely well received. Twenty-seven participants in Region 1 and Region 4 workshops rated presentations at 9.5 on a 10.0 scale. The biggest barrier inhibiting success of this endeavor is that GED providers fear the loss of their programs.

Product: Final Report

Director: Samuel C. Gruber, Cumberland Valley School District, 6746 Carlisle Pike, Mechanicsburg, PA 17055; (717) 766-0217 ext. 507

Descriptors: High School Equivalency Programs

Action Research for Staff Development in Four Regional Staff Development Centers and Establishment of a Statewide Action Research Training Network

PA 99-6013 AE 3025-1174

PURPOSE: To supplement the traditional professional staff development model being used in Pennsylvania by adding a practitioner-based model of action research, entitled Pennsylvania Action Research Network (PA-ARN).

Procedures: With a team of five trainers/mentors, the project developed an "urban model" in the Pittsburgh and Erie, western region; and an outreach model in the northern, north-eastern, and central regions of the state. In the urban sites, two trainers/mentors met bi-weekly/monthly with participants at two major institutional host locations in Pittsburgh and Erie. In the outreach model, the three outreach trainers/mentors conducted one to two training sessions with remote learner groups and followed up by telephone/teleconference.

Summary of Findings: Twenty-nine literacy practitioners came to organizational meetings. Twenty-five were trained/mentored. Twenty monographs were completed. The group support of the urban model made it more effective than the outreach model.

Comments: PA-ARN co-operated with the similar Philadelphia-based project Philadelphia Adult Learning Practitioner Inquiry Network (PALPIN) and included progress on the PALPIN project in the PA-ARN newsletter. The two projects invited a state-wide Virginia project to co-host an action research pre-conference at the national Commission on Adult Basic Education (COABE) conference held in Pittsburgh in May 1996.

Product: Final Report, Monographs

Contact: Dr. Alan Quigley, PA-ARN, Penn State University,Center for Continuing and Graduate Education, 4518 Northern Pike, Monroeville, PA 15146

Descriptors: Action Research, Staff Development

Adult Education Access

PA 98-6004 AE 3025-1143

PURPOSE: To provide access to adult education through information, referral, and programming to clients associated with the Erie Family Center.

Procedures: Clients of the Family Center like many adult students, had many barriers to self-sufficiency. Information about ABLE program sites was provided to clients along with a collection of postsecondary educational agencies and appropriate career development materials for the library. Two activities were conducted during this funding year. First, a group of adults was given a Career Exploration experience using the model developed under this program which provided them with the tools to enter training, get a job, or identify the barriers that they must rectify. Second, a multi-agency program for young women with the focus on information for self-sufficiency and self-preservation was developed and conducted. This class brought together a number of professionals from diverse social, health, and educational resources.

Summary of Findings: The Erie Family Center is an active place for the clients, but also for the providers. Because of the needs identified through the Family Center, affiliations must be developed with a full spectrum of services from early intervention to health care to education to parenting. Not only can the Family Center serve as single stop agency for clients, it can be a catalyst in bringing together professionals to assist not only Family Center clients, but to broaden the referral network among the other agencies working with the Family Center.

Product: Final Report

Project Director: Dr. Richard Gacka, Northwest Tri-County Intermediate Unit 5, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610

Descriptors: Career Guidance, Adult Learners

Adult Education Community Partnerships

PA 99-6014 AE 3025-1153

PURPOSE: To develop a model for exemplary cross-training among various agencies and service providers in a local community providing support to educationally disadvantaged adults.

Procedures: A community cross training committee was recruited to design a structure for the cross-training model and to plan local cross-training events. Delivery of training was held in five sessions throughout the project year.

Summary of Findings: The cross-training project was enthusiastically received by the community. The training and the process provided a new, enhanced understanding among providers of all community services that impact the adult learner. Such a project can be used for all communities facing changes in social service and education structure. Cross training was seen as an important component but not an end in itself. This cross-training project became the springboard for other community planning initiatives.

Product: Final Report

Project Director: Carol Molek, Adult Education Job Training Center, 1 Belle Avenue #58 MCIDC, Lewistown, PA 17044; (717) 248-4942

Descriptors: Community Services, Staff Development

Adult Education School-to-Work Project

PA 98-6012 AE 3025-1151

PURPOSE: To integrate elements of an existing Tech Prep project and a newly funded school age School-to-Work Transition project with traditional adult education programs.

Procedures: Some of the elements identified in the initial proposal were not found to be viable for application to an adult population. However, other components were deemed to be viable and were included in the project. These elements included non-traditional (at least from the perspective of the educational community) employment, job focused assessment, use of applied academic materials and provision of curriculum content not traditionally considered germane to ABLE-funded programs. Efforts targeted 1) the identification of adults not considered to be work ready but not currently served by ABLE programs, 2) identification of curriculum materials appropriate to work readiness needs, and 3) the integration of existing ABLE and school age funding streams.

Summary of Findings: As a result of activities carried out under this project such as Department of Labor referenced assessment, applied academics, and program articulation had applicability for adult education. However, it was equally clear that other components such as long range career pathways were not immediately applicable to ABLE-funded adult education programs, and would not be applicable in the future without significant changes in agency organizational, curricular, philosophical, and administrative structures. Instructional intervention in the area of mathematics resulted in much greater improvement than intervention in the areas of communication skills. Many elements of the research model suggest that extreme caution should be used in the interpretation of test findings.

Comments: Funds were allocated to explore the possible role of ABLE in implementing the significant reform which is at the heart of the School-To-Work movement. ABLE has a possible role but it will require a new vision on the part of much of the existing Literacy, ABE, and GED establishment.

Product: Final Report

Director: Dr. Richard Gacka, Intermediate Unit #5, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610

Descriptors: Career Guidance, Workforce Education

Adult Literacy Technology Innovation Network: Pennsylvania

PA 98-6032 AE 3025-1162

PURPOSE: To create a cadre of statewide "technology" mentors who, upon completion of the project, would form their own technology staff development networks and activities.

Procedures: Twenty-three individuals participated in the project. They were exposed to a range of technology activities including on-line communications, WWW page development, technology planning, software evaluation, technology use in instruction, and technology integration.

Summary of Findings: The project encountered many barriers, including access to technology and different organizational structures that limited participants' ability to implement new concepts. Overall, the majority of participants indicated the training prepared them as "technology mentors."

Product: Final Report

Project Director: Daniel Wagner, National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111; (215) 898-2100

Descriptors: Technology

Advancing Basic Skills Through the Use of Online Services

PA 98-6018 AE 3025-1157

PURPOSE: To develop a technology based curriculum and an instructor's guide for the adult literacy student using the Internet.

Procedures: Computer technology/terminology was presented to students through lecture and hands-on exposure. Students also received instruction in the use of a typing tutor program, Instruct, and a word processing program, Microsoft Word. Using an imaginary budget, a two week travel itinerary to a foreign country was compiled; and pen-pal relationships were developed using a list of individuals willing to interact with the students. America Online was used to access all information for the reports and to send and receive E-mail.

Summary of Findings: Student responses, reports, and e-mail correspondence indicated the students had gained sufficient computer and comprehension skills while using America Online and other computer programs. Their literacy skills showed improvement while many new skills were developed and shared. Cooperative learning was an unexpected benefit of this project.

Comments: Field testing of this curriculum indicated that there is an intense need to teach the adult learner a variety of technologies using a "hands-on" approach. "Surfing the net" was a very new experience for everyone in the class.

Product: Final Report

Project Director: Lauren Giguere, Lehigh Carbon Community College, Allentown City Site, 609 Hamilton Mall, Allentown, PA; (610) 776-1998

Descriptors: Adult Learners, Technology

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Assisting Adult Literacy Providers in Creating a Technology Plan

PA 98-6010 AE 3025-1149

PURPOSE: To provide a manual and workbook on how to create a technology plan for adult literacy providers.

Procedures: Extensive research was done in the use of technology in the area of adult literacy. After data was obtained and compiled into a seven-step plan, it was sent to area literacy providers for their evaluation, input, and suggestions.

Summary of Findings: After the seven steps were developed for creating a technology plan, an evaluation worksheet was included for each step. This will help the literacy provider focus on the important aspects to be considered for each step.

Comments: As research progressed on the project, the writers decided to focus primarily on computers as the technology that would be considered in this grant. Other forms of technology are evaluated in the appendix of the product.

Product: Final Report, Manual

Project Director: Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017-7599; (610) 861-5427

Descriptors: Technology

AXIS: Accessible eXpress Intercommunication for Staff development

PA 99-6012 AE 3025-1173

PURPOSE: To coordinate, unify, and systematize communications related to the staff development programs administered by the Bureau of Adult Basic and Literacy Education.

Procedures: This project facilitated online access for nine Regional Staff Development Centers (RSDC); provided text documents of newsletters for online access; developed an electronic newsletter template for the RSDCs; edited Administrators Handbook, 1996 Edition; provided design and production support for What's the Buzz?, Focus on Networking, and Action Update; and produced fliers or brochures on statewide Section 353 initiatives, Project EQuAL, action research/practitioner inquiry projects, learning differences project, and Building Communities for Learning.

Summary of Findings: Provided communications support that did not previously exist; facilitated enhanced interprofessional communication.

Product: Final Report, Administrators Handbook

Project Director: Tana Reiff, New Educational Projects Inc., P.O. Box 182, Lancaster, PA 17608-0182; (717) 299-8912

Descriptors: Staff Development, Technology

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Building a Citywide Network for Literacy Providers, City and County

PA 98-6020 AE 3025-1159

PURPOSE: To bring together agencies/service providers to build a citywide cross-training and information network and to support these activities at the community level.

Procedures: The cross-training model trained various social agencies to the nuances of the world of the adult learner and trained literacy providers about the services/information available from the many agencies who play a role in the life of the literacy learner. MCOL accomplished five objectives: 1) Breakfast Series–citywide information sharing and network building; 2) regional meetings; local network building, information sharing, planning and model development; 3) Cross-Training Networking and Resource Exchange–information sharing and dissemination of the regional models; 4) Directory–citywide dissemination of service information; and 5) Handbook–statewide documentation and dissemination of the model.

Summary of Findings: The cross-training project brought together social service staff, community services staff and literacy providers to explore common issues and strategies necessary for serving the person holistically. The adult literacy service providers and social service agencies in Philadelphia responded positively to the initiative as demonstrated by evaluations and focus group comments.

Comments: To be successful it is necessary to build trust and maintain it through clear communication. At the same time it is important to establish and clearly define your role in the cross-training process.

Product: Final Report, Handbook, Directory

Project Director: Rose M. Brandt, Mayor's Commission on Literacy, 1500 Walnut Street, 18th Floor, Philadelphia, PA 19102; (215) 685-6602

Descriptors: Community Services

Development of a Model Collaborative Family Literacy Program

PA 98-6002 AE 3025-1141

PURPOSE: To provide a framework for the effective development and implementation of family literacy programs.

Procedures: 1. Documentation of the linkages needed for development of a collaborative family literacy program. 2. Identification of three family literacy programs as case study sites. 3. Observation and interviews with key partners in the collaboration for family literacy service provision. 4. Comparative research on the existing models for community-based planning and family literacy program development. 5. Production of a practical manual to enable other adult basic education and literacy education programs to develop collaborative family literacy programs; evaluated other adult education providers for applicability and usefulness.

Summary of Findings: The project was successful in achieving its purpose of producing a practical, exportable model for collaborative family literacy program. The manual documents the linkages required for adult basic education programs to work cooperatively with community partners. Reviewers rated the project manual on a rising scale of 1 to 5 as to its applicablility, organization, appropriate examples, and readability, as well as providing qualitative comments on specific sections. Recommendations were incorporated in the final revision.

Comments: Adult basic and literacy education programs throughout the Commonwealth will be able to use the manual and follow the methods used to research and write the manual.

Product: Final Report, Manual

Project Directors: Ashley Stoudt, Center for Literacy, 636 South 48th Street, Philadelphia, PA 19103; (215) 474-1235

Descriptors: Family Literacy

Entrepreneurial Training Center

PA 98-6005 AE 3025-1144

PURPOSE: To provide out-of-school adults opportunities to gain the basic knowledge and skills needed for employment, entrepreneurship and postsecondary education training.

Procedures: Two sessions of the ETC course were offered. Pennsylvania School-to-Work principles were adapted to fit the needs of rural adult learners. Adult learning theory guided the development of the ETC curriculum.

Summary of Findings: ETC proved to be very successful in recruiting and retaining adult learners. Community support was tremendous throughout the development and implementation of the program. Adult learners reported gains in all areas of the curriculum. The inclusion of entrepreneurship had a very positive impact on all aspects of the program.

Product: Final Report, Resource Book

Project Director: Dr. Sheila M. Sherow, Institute for the Study of Adult Literacy, 102 Rackley Building, University Park, PA 16802-3202; (814) 863-3777

Descriptors: Career Guidance, Workforce Education

ESL Online Action Research Project

PA 99-6012 AE 3025-1173

PURPOSE: To help meet the professional development needs of Pennsylvania's ABLE professionals.

Procedures: This project allowed ten Pennsylvania Association for Adult Continuing Education (PAACE) ESL Program Division members to participate in action research projects with their colleagues using the Internet as a primary communication vehicle. The project coordinated efforts with the National Professional Development Network (Pro-Net) in order to participate in a national online action research database. With the support of the project advisors, most of the project participants began to utilize the inquiry spiral in which critical reflection on one aspect of one's practice produces areas for further inquiry. Moreover, as they pursued their projects, OAR participants were asked to communicate regularly with a participant-partner as well as to participate in monthly group meetings in a virtual meeting room on the Internet.

Summary of Findings: Online action research holds great promise as an avenue for ongoing professional development for adult educators. Not only does it help to create a sense of community among practitioners who, for a variety of reasons, have very little opportunity for regular collegial interaction, but it also exposes practitioners to a wealth of information about their field.

Product: Final Report

Project Director: Sandra J. Strunk, Lancaster-Lebanon Intermediate Unit 13, 1 Cumberland Street, Lebanon, PA 17042; (717) 270-2935

Descriptors: Staff Development, Technology

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Families Reading Together: Adult Education Students and Their Preschool Children

PA 98-6019 AE 3025-1158

PURPOSE: To build on an existing special demonstration family literacy program in collaboration with the McKinley Elementary School and Family Center.

Procedures: To implement this program, a participatory approach to Adult Basic Education (A.B.E). was developed, along with a family literacy Book Club, to encourage parents and children to read together and to improve parents' literacy skills, interests, and confidence in their ability to serve as educators to children. Training and guided reading experiences were provided to parents, and workshops were provided to the school faculty to develop appropriate literacy understandings and teaching skills.

Summary of Findings: The project was highly successful in creating a participatory model of A.B.E., maintaining enrollment and progress for adults in need of reading and writing training. Analyses of book club activities reported changes in Peabody Picture Vocabulary Test, used as a measure of receptive language, as well as children's Concepts of Print. Finally, the approach became institutionalized in the McKinley school, even after grant funds were no longer available. The book club continued under the auspices of a parent group in the school. These findings indicated that a relatively low cost intervention could have dramatic impact in the lives of parents and children.

Product: Final Report

Project Director: Dr. Susan Neuman, Temple University College of Education, Ritter Hall, Philadelphia, PA 19122; (215) 204-4982

Descriptors: Family Literacy, Research

Focus on Networking

PA 99-6003 **AE** 3025-1165

PURPOSE: To provide a publication for the statewide dissemination of significant Section 353 special demonstration projects produced by Pennsylvania project directors and ABLE practitioners throughout the nation.

Procedures: Focus features projects selected by a panel of six literacy experts who reviewed 72 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1994 and 1995 and out-of-state projects recommended by state departments of ABE/ACE and ABE clearinghouses throughout the nation. It included projects in the areas of technology, family literacy, ESL, curriculum development, special populations, and staff development.

Summary of Findings: From some 120 projects recommended by 26 different states, 82 were reviewed along with Pennsylvania's 1994 and 1995 special projects. The 23 projects rated as exemplary and the 28 that received an Honorable Mention were featured in Focus Bulletins published between December 1995 and May 1996.

Comments: Focus on Networking was selected to present at the COABE '96 (Commission on Adult Basic Education) national conference held in Pittsburgh in May 1996. In its yearly reader survey, Focus received a total of 13.83 out of a possible 15 points, or a 92 percent favorable rating, the highest in its 10-year history.

Product: Final Report, Focus Bulletins

Director: Dr. Sherry Royce, Royce & Royce Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1993

Descriptors: Dissemination

Follow-Up Options

PA 98-6011 AE 3025-1150

PURPOSE: To research the types of follow-up methods used by adult education providers and compile a manual of recommended practices for state and regional impact.

Procedures: A search of the literature on follow-up methods was completed. Data was then collected from three rural regions of Pennsylvania concerning systems currently being used to conduct follow-up activities. A database was then created of statistical data collected from these local programs and a manual of recommended practices on follow-up methods and tracking systems was developed and disseminated.

Summary of Findings: Follow-Up Options met the objectives set for the project. The needs assessment became part of the data collection process, instead of a separate instrument. The questions provided findings on current methods being used in adult education in Pennsylvania. Many different methods of collecting data on completers and early separators were used, ranging from instrument used to period of follow-up action.

Product: Final Report

Project Director: Carol Molek, Tuscarora IU 11 Adult Education & Job Training Center, MCIDC Plaza, One Belle Avenue, Bldg. # 58, Lewistown PA 17044; (717) 248-4942

Descriptors: Retention, Follow-up Studies

Jail to Job

PA 98-6021 AE 3025-1160

PURPOSE To provide four, 32-hour instructional programs for soon-to-be released inmates of the Erie County Prison that would enable them to adequately prepare to seek employment and/ or vocational/ educational training.

Procedures: Forty-five students were screened and selected to receive 32-hours of instruction. Each 32-hour session included components of: writing, interest and aptitude testing, educational assessment, job search techniques, resume and job application preparation, job interviewing, and anger management. Each student filled out an evaluation form and a follow-up survey was sent to determine employment status. The instructor provided any follow-up assistance that was needed by the students.

Summary of Findings: The final evaluation of Jail to Job proved that it was a successful project. According to the follow-up survey approximately 75 percent of the ex-inmates found employment. The inmates remained motivated, attended regularly and contributed to every group. The sessions dealing with interviewing and resume writing generated the most interest. Several students incorporated the technique of using the telephone for their job search. Students often shared their past experiences with the group.

Comments: Each one of the students that completed the eight-week session gained many tools for employment. As the class progressed it became apparent that there was a need to address the issues of attitude, anger and survival in and upon release from prison. The inmates shared life experiences with each other and worked through many of the difficult situations they had encountered. Some of the students were sent to other facilities before their session had ended. A follow-up letter was sent with them in hopes they could continue with the process.

Product: Final Report

Director: Daniel Tempestini, Erie School District, 2931 Harvard Road, Erie, PA 16508; (814) 871-6656

Descriptors: Correctional Education

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A Model of Institutionalizing an ESL Family Literacy Program

PA 98-6016 AE 3025-1155

PURPOSE: To institutionalize an ESL Family Literacy Program in a Family Center.

Procedures: All parents or child care givers were recruited by the children who attended Jefferson School in the Allentown School District. Adults met twice a week for English classes both in a classroom and in the computer laboratory. Child care was provided for parents during these weekly sessions. Once a month the children joined their parents in the computer laboratory. During this time, the parents and children worked on the computer using material that was appropriate for both the children and the parents. A summer program, **3C's--Cooking, Collaborations and Children**, grew out of the formal classes during the year.

Summary of Findings: All objectives were met. The program was expanded to include two sites. Funding was found and the program was institutionalized.

Comments: The program was a success in teaching 40 adults and 30 children. Because of a common focus, the program was easy to institutionalize.

Product: Final Report, Handbook

Project Director: Dr. Linda V. McCrossan, Adult Literacy Center of the Lehigh Valley, 801 Hamilton Mall, Suite 201, Allentown PA 18101-2420; (610) 435-0680

Descriptors: Family Literacy, ESL

Parents and Preschoolers: Literacy Partners

PA 98-6003 AE 3025-1142

PURPOSE: To recruit parents in the 18-25 age group, teach them ways to foster emergent literacy skills in their preschoolers, and help them develop more effective literacy skills themselves.

Procedures: A benchmark of progress was established for students in this age group who enrolled in a more traditional adult literacy program. An eight week training program was designed to help parents use emergent literacy activities with their children while practicing their own literacy skills. Parents of pre-schoolers were recruited through news articles, radio ads, school fliers and telephone contacts. At the close of each cycle, the program was evaluated as it was presented and modified to meet the expressed concerns of the parents.

Summary of Findings: Although this approach was successful in recruiting adults in the targeted age group, many refused to have their reading/writing skills evaluated except in the most informal manner. Those who agreed to be tested exceeded the benchmark of progress but were too few to suggest significant results. Significantly, the majority of participants altered their life styles to use emergent literacy activities regularly with their children. Most also reported that their own reading and writing skills had improved. However, the most important findings were what we believe to be the keys we need to recruit and to retain this population in a literacy program.

Comments: Most of the parents who resisted being tested extended that phobia to any activity in which they thought that their own performance might be judged. These same parents were willing to participate in exactly the same activity if they were working with or making materials for their children.

Product: Final Report; also titled "Keys for Kids"

Director: Dr. Georgina Rettinger, Greenville Literacy Council, 12 North Diamond Street, Greenville, PA 16125; (412)588-6141

Descriptors: Family Literacy

Pennsylvania Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links

PA 99-6014 AE 3025-1175

PURPOSE: To improve the educational opportunities of adult learners in the state by improving the practice of teachers, tutors and program administrators.

Procedures: PALPIN sought to develop formats and procedures which met the needs of practitioners in their local contexts. Thus, number and location of meetings, level of intensity involved in participation and meeting formats varied in the two regional groups and the Winter Institute. All three formats supported the development of a professional community; the work of the group and individuals grew out of the day-to-day realities, needs and interests of participants; empowered practitioners to take control of their own learning and encouraged them to take responsibility for making change. The formats generated new knowledge for the field.

Summary of Findings: In the shift from providing practitioner inquiry groups in a densely populated urban area for the Adult Literacy Practitioner Inquiry Project, to working towards state wide, large scale delivery of professional development in PALPIN, findings included: 1) PALPIN has the flexibility to meet the needs of practitioners in diverse contexts; 2) limited time and long travel distances challenged participants, but these factors were not insurmountable; 3) the process of practitioner inquiry needs a great deal of support; 4) the staff development opportunity in PALPIN is not to be found just in the completion of an inquiry project; 5) potential leadership has emerged; and 6) the experience this year in PALPIN is consistent with the research findings documented of Adult Learning Practitioner Inquiry Project (ALPIP) during its early years.

Comments: Measurable outcomes in staff development of this type are extremely difficult to document.

Product: Final Report

Project Director: Alisa Belzer, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street; (215) 849-6224

Descriptors: Action Research

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Research on and Guidelines for Effective Use of Assessment Instruments and Strategies for Adult Learners Enrolled in Adult Basic and Literacy Education Programs

PA 98-6006 AE 3025-1145

PURPOSE: To develop a basic guide to the effective use of assessments in ABLE programs. Instead of a statewide survey, the project focused on: 1) confirming current use of assessments in ABLE programs and 2) conducting focus groups to determine perceived barriers to using standardized assessments.

Procedures: Ongoing consultation with COSMOS Corporation (EQuAL Project contractor) confirmed ABLE programs' current use of assessment instruments and methodologies (Objective 1). The project team conducted a literature review to develop supplemental information on recently published, commercially available assessments and on current assessment practices (Objective 2). This research also included conducting focus groups comprised of ABLE practitioners to identify concerns and issues relating to assessment practices (Objective 3). Based on the research, project staff developed a basic guide to the effective use of standardized and informal assessments (Objective 4).

Summary of Findings: Research findings indicated that ABLE providers: 1) generally do not believe that standardized assessments accurately measure student gains and 2) may not follow standardized assessments but prefer informal instruments to guide instruction and measure progress. However, ABLE providers also expressed interest in guidelines for more accurately documenting learner progress. The resulting guide focused on using standardized assessments to enhance program accountability, using standardized and informal assessments to guide instruction and measure student learning, working with ESL adults and adults with learning difficulties, and establishing a supportive testing environment. Reviewers concluded that the guide's structure and content were clear and that it would be useful for both new and experienced ABLE instructional staff.

Comments: The project's original objectives were modified after the contract was awarded. These modifications necessitated changes to the project narrative and budget but did not significantly affect the final project outcome.

Product: Final Report, Assessment Guide, Supplemental update to G. Jackson's Measures for Adult Literacy Programs

Project Director: Dr. Eunice N. Askov, Institute for the Study of Adult Literacy, Pennsylvania State University; 102 Rackley Building, University Park PA 16801-4756; (814) 863-3777

Descriptors: Research, Assessment

Statewide Staff Development Project: Learning Differences and Multi-level Classroom Techniques

PA 99-6008 AE 3025-1170

PURPOSE: To provide extensive training to adult educators and volunteer tutors about adults who have learning problems.

Procedures: The training was conducted through sessions held at the Regional Staff Development Centers and at adult education programs throughout the state. The Learning disAbilities Newsletter was used to inform participants about the availability of training and information about learning problems and instructional techniques. A toll free phone number was installed to provide adult educators with direct access to the project trainer.

Comments: The project provided training to more than 800 adult educators, volunteer tutors and professionals from other human service agencies. A list of the training session topics is included in this report.

Product: Final Report

Director: Dr. Richard Cooper, Center for Alternative Learning, 6 East Eagle Road, Havertown PA 19083; (610) 446-6126

Descriptors: Staff Development, Learning Disabilities

Success Stories: From Learning to Leadership

PA 98-6001 **AE 3025-1140**

PURPOSE: To provide technical assistance to the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing ten Outstanding ABLE students.

Procedures: Project staff edited the nominations, made arrangements for winners' participation at COABE '96 (Commission on Adult Basic Education) and handled payments for the conference. Project staff prepared and published 2000 Success Stories booklets. Every interested sponsor of a Success Stories outstanding student received 200 Flyers for promotional purposes. Project staff conducted the project evaluation.

Summary of Findings: This year's award winners stressed their achievements as a direct result of the adult education they had received and in two cases demonstrated their new-found prowess in reading and writing.

Comments: The Success Stories project was faced with multiple difficulties this year, including the change of venue, the death of one of the outstanding students and a delay of approvals for the Success Stories booklet. Nevertheless, the award ceremony that took place in Pittsburgh was gratifying to both outstanding students and ABLE staff alike. The booklet was released and distributed and the flyers that were produced with students' stories will aid programs in their promotional endeavors.

Product: Final Report, Success Stories Booklet, Flyers

Director: Dr. Sherry Royce, Royce & Royce Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601

Descriptors: Public Relations

Summer Institute--Correctional Education: The Alienated Student

PA 99-6005 **AE** 3025-1167

PURPOSE: To provide training for educators in the criminal justice system on teaching strategies when working with alienated students.

Procedures: The Bureau of Corrections Education, with support from the Bureau of Adult Basic and Literacy Education, provided a three-day training session open to correctional educators from both state and county prisons. The grant provided for the lodging, meals, and registration costs for any attendee who could demonstrate involvement with either a program funded from Section 322 or Act 143 funds.

Summary of Findings: The Summer Institute was again able to attract a wide variety of educational staff from the various levels of the criminal justice system. Approximately 23 representatives from county prisons attended, 15 staff members from various private providers and several representatives from public welfare and Intermediate Unit employees also attended, for a total of 192 people attending the conference.

Comments: The comments gathered from anecdotal conversations and remarks made on attendee evaluation forms indicated a need for such training for educators in the criminal justice field.

Product: Final Report

Project Director: William D. Mader, Pennsylvania Department of Education, Bureau of Corrections Education, 333 Market Street, 12th Floor, Harrisburg PA 17126-0333, (717) 783-9224

Descriptors: Staff Development, Correctional Education

Technology–A Plan for the Future

PA 98-6017 AE 3025-1156

PURPOSE: To develop a written plan of action for using technology in outreach and recruitment, intake and assessment, instructional delivery, information retrieval, administrative management, counseling, and follow-up.

Procedures: Activities included: 1) conducting regularly scheduled strategic planning meetings; 2) reviewing technology literature from AdvancE, the National Center for Adult Literacy and other applicable sources; 3) observing the use of technology in other adult learning centers; 4) developing a written technology plan; and 5) conducting a staff development meeting to present the strategic plan for adoption/adaption by other service providers.

Summary of Findings: The objectives for this project were met. Several of the objectives were modified as the project progressed. The most effective method of gathering information was the site visit. Even though project staff and agencies used technology, site visits were by far the most informed way of gathering information.

Comments: Programs that wish to make the best use of available funding, offer the latest resources to its learners, and track progress and gains will have to become part of the technology revolution. Small gains in accessing, using and updating technology can result in increasing the efficient delivery of program services.

Product: Final Report

Project Director: Jeffrey Woodyard, Tri-County Opportunities Industrialization Center, Inc., 2107 North 6th Street, Harrisburg, PA 17110; (717) 238-7318

Descriptors: Technology

A Trainer of Trainer Model to Effectively Disseminate Multimedia Tutor Training Program

PA 99-6009 AE 3025-1187

PURPOSE: To provide training sessions for tutors on the use of an interactive laser disc program for effective teaching practices.

Procedures: A two day hands-on seminar was held for Tutors of Literacy in the Commonwealth (TLC) members and regional tutor trainers. Four regional workshops were also conducted on the integration of the laser disc program.

Summary of Findings: Results of seminar evaluations indicated that the product and trainings were very useful.

Comments: The project successfully met all its goals by introducing and providing hands-on experience for TLC members with the hardware necessary to run the software package.

Product: Final Report, Instruction Manual, Multimedia Package

Project Director: John McElwee, Interactive Images, P.O. Box 931, Pittston PA 18640; (717) 883-0903

Descriptors: Technology, Tutoring

Transmission of Data Through Technology

PA 98-6007 AE 3025-1146

PURPOSE: To develop the methods, procedures, standards and processes to enable ABLE-funded programs to submit their student and staff data via disk.

Procedures: Center For Literacy, in collaboration with the Bureau of Adult Basic and Literacy Education (ABLE), identified the data elements which enable programs to meet PDE requirements and individual program needs. Using FoxPro software, the project developed a disk with directories of templates, and a comprehensive manual which enables the program users to have ease of adoption and accurate submission of data.

Summary of Findings: All adult basic and literacy education programs funded by the ABLE bureau now have an option of submitting their data by disk.

Comments: Submitting data via disk eliminates the burdensome completion of bubble forms. In addition, programs are able to monitor, on a regular basis, information on their students and staff (including volunteer tutors).

Product: Final Report, Database (FoxPro) disk and Manual

Project Director: JoAnn Weinberger, Center for Literacy, Inc., 636 South 48th Street, Philadelphia PA 19143; (215) 474-1235

Descriptors: Administration, Technology

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Tutor Assisted Computerized Reading Instruction for the Adult Learner

PA 99-6011 AE 3025-1172

PURPOSE: To provide tutors/students with a guide for the use and operation of PCs and selected reading software.

Procedures: After a review of the literature, staff developed and reviewed a curriculum and coordinating handbook. Literacy software was purchased and installed at the computer learning center located on the Fayette Campus of Pennsylvania State University and at two existing computer labs in Connellsville and Uniontown. Two training sessions were conducted for 46 tutors, resulting in local use of computer assisted instruction by tutors for 50 adult students.

Summary of Findings: The final surveys administered indicated that this project surpassed the predicted results. Ninety percent of the tutors trained indicated that they had no computer experience at all; the 10 percent surveyed who had used personal computers were agency staff members who participated in the project. None of the tutors trained had ever used EDL Reading Strategies Software. In post-training surveys, 100 percent of the tutors preferred the computerized method of instruction as compared to traditional tutoring using textbooks.

Comments: Lower level software was needed to complement the EDL. The average reading level was 3.0 instead of 5.0 as originally planned for student recruitment.

Product: Final Report

Project Director: Kim Hawk, Fayette County Community Action Agency Inc., 137 North Beeson Avenue, Uniontown, PA 15401; (412) 437-6050

Descriptors: Tutoring, Technology

Tutor Resource Activities Book

PA 99-6006 AE 3025-1168

PURPOSE: To develop a resource of teaching techniques in the areas of comprehension, vocabulary development and decoding that correspond to specific learning styles.

Procedures: Program coordinators reviewed current commercial materials to glean ideas and techniques from a wide variety of sources appropriate for use with adult learners. A statewide survey was also conducted of a minimum of 10 literacy programs on successful practices and activities for adult new readers. Techniques and strategies were written to correspond with the current tutor manual. The activities book was reviewed, edited and printed for distribution to READ tutors.

Comments: The activities book is full of techniques that work, as well as descriptions of the different learning styles and methods of teaching to those styles. The techniques are coded as to which learning style would benefit most from its use. It will prove invaluable to our tutors.

Product: Final Report, Manual

Contact: Jane B. Martin, Crawford County Literacy Council, Inc., 966 1/2 Park Avenue, Meadville, PA 16335; (814) 337-7323

Descriptors: Tutoring

"What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter

PA 99-6002 AE 3025-1164

PURPOSE: To provide an information dissemination newsletter to meet the professional development needs of adult basic and literacy education practitioners in Pennsylvania.

Procedures: The project prepared and disseminated an 8-10 page newsletter for five months (September and November 1995 and January, March and May 1996). The newsletter included information from a variety of sources including research literature, the Pennsylvania Bureau of Adult Basic and Literacy Education, professional organizations, governmental entities, conferences, workshops and practitioners of adult education. The newsletter was mailed to 4,200 adult educators in Pennsylvania and 200 persons in other states.

Summary of Findings: The adult education newsletter in general and "What's the Buzz?" in particular, is a viable vehicle for the widespread dissemination of professional development information. The impact on adult educators make it the most cost-effective disseminated instrument available in adult education on a statewide and regional basis.

Comments: This newsletter was extremely effective in disseminating important professional development information to large numbers of adult educators in Pennsylvania.

Product: Final Report, 5 Newsletters (5 issues)

Director: David W. Fluke, Adult Education Linkage Services, P.O. Box 214, Troy, PA 16947; (717) 596-3474

Descriptors: Dissemination

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